

## Missouri School for the Blind Professional Development Lending Library

This is a collection of print materials and videotapes for use by Missouri educators working with students who are blind, visually impaired, deafblind or low vision.

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### **Art and Practice of Low Vision.**

Paul B. Freeman. Butterworth, 0-7506-9010-0, c1991. 139 p.

T 30922 PR 617.7 Free

This handy volume is filled with forms, handouts, and strategies crucial to developing a successful and satisfying low vision practice.

### **Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments, The.**

William H. Jacobson. American Foundation for the Blind, 0891282459, c1993. 200 p.

T 2528 PR 362.4 Jaco

T 1206 PR 362.4 Jaco

T 31176 PR 362.4 Jaco

A comprehensive description of the techniques of teaching orientation and mobility, presented along with considerations and strategies for sensitive and effective teaching.

### **Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment.**

Ike Presley. American Foundation for the Blind, 9780891288916, c2008. 528 p.

T 31159 PR 004 Pres

T 30003 PR 004 Pres

This book provides an overview of a wide variety of both high-tech and low-tech assistive technology tools for students who are blind or visually impaired, and describes the process of a comprehensive assistive technology assessment.

**Autism Spectrum Disorders and Visual Impairment: Meeting Students' Learning Needs.**

Marilyn H. Gense and D. Jay Gense. American Foundation for the Blind, 0891288805, c2005. 339 p.  
T 31147      PR 371.91 Gens

A comprehensive look at how autism spectrum disorders interact with visual impairments. Helpful resources include suggestions and approaches for assessment, instruction, and program planning; numerous forms and tools for capturing vital information; and information on assessment instruments, instructional materials, and web sites rich in important advice.

**Because Books Matter: Reading Braille Books with Young Blind Children.**

Carol Castellano, National Braille Press, no ISBN, c2000. 29 p.  
T 34096      PR 028 Cast

Introduces new parents (and teachers) to the joys of reading print/braille books with blind children. The booklet shares basics about the braille code and why braille reading is so important.

**Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy.**

Anna M Swenson. American Foundation for the Blind, 0891283234, c1999. 213 p.  
T 19695      PR 371.91 Swen

This book provides teachers of young Braille readers with a variety of practical guidelines and activities for promoting literacy at the beginning stages of Braille instruction. Oriented towards a whole language philosophy, also includes traditional teaching techniques.

**Better Together: Building Relationships with People Who Have Visual Impairment & Autism Spectrum Disorder (or Atypical Social Development).**

Linda Hagood. Texas School for the Blind and Visually Impaired, 9781880366400, c2008. 418 p.  
T 31162      PR 371.91 Hago

Provides practical suggestions for teachers and parents who want to build important foundational relationships and teach social skills to children with visual impairments and autism or other types of atypical social development. Better Together provides a systematic scope and sequence of relationship-based goals and objectives, as well as examples of activities and strategies for teaching the objectives. Sample thematic units are presented that can be used by teachers to organize relationship-based instruction.

**Beyond Pegboards: A Guide for Teaching Adolescent Students with Multiple Disabilities.**

Cynthia O'Connell. Perkins School for the Blind, 9780974351075, c2007. 249 p.  
T 22891      PR 371.91 O'Con  
T 30923      PR 371.91 O'Con  
T 30924      PR 371.91 O'Con

This book provides theme-based teaching activities that "can be used to create meaningful and sound educational programs for multi-impaired adolescents and still be compatible with the current demand for standards-based instruction". Theme-based teaching includes opportunities to teach mathematics,

communication arts, social studies and science within the framework of the theme. This practical book begins with setting up the classroom, and includes many photos, illustrations, and examples explaining the different theme activities.

**Blind and Visually Impaired Students: Educational Service Guidelines.**

National Association of State Directors of Special Education. Perkins, NO ISBN, c1999. 193 p.

T 19323      PR 371.91 Nati

T 9152      PR 371.91 Nati

This publication describes essential program elements and features which must be considered when designing appropriate services for students who are blind or visually impaired, including those students with additional disabilities. It is intended to provide assistance to state and local education agencies, service providers, and parents.

**Braille Literacy Curriculum.**

Diane P. Wormsley. Perkins Press, 1930526008, c2000. 102 p.

T 31180      PR 371.91 Worm

This curriculum is organized around outcomes in three general areas: Emergent Literacy, Basic Literacy and Functional Literacy. Includes strategies, activities, materials and resources that the teacher can use.

**Bridge to Braille: Reading and School Success for the Young Blind Child.**

Carol Castellano. National Organization of Parents of Blind Children, 1885218087, c1997. 191 p.

T 20682      PR 371.91 Cast

T 3077      PR 371.91 Cast

The Bridge to Braille is a step-by-step guide that shows parents and teachers how to help blind children progress from early literacy experiences all the way to full participation in the classroom. Written by the parent of a blind child and a teacher of the blind, this book has everything you need to know, including how to adapt school materials, doing math in Braille, independence in the classroom, and much more.

**Burns Braille Transcription Dictionary.**

Mary F. Burns. American Foundation for the Blind, 0891282327, c1991. 73 p.

T 18229      PR 411 Burn

T 18235      PR 411 Burn

T 30473      PR 411 Burn

A quick reference for anyone who needs to check print-to-braille and braille-to-print meanings and symbols. Has an easy-to-use listing that provides readers with the essential alphabet, contractions, punctuation, and signs and symbols for braille, as well as brief descriptions of rules for their use.

**Calendars for Students with Multiple Impairments Including Deafblindness.**

Robbie Blaha. Texas School for the Blind and Visually Impaired, 1880366274, c2001. 128 p.  
T 30876      PR 371.91

Calendar systems play an important role in supporting and expanding communication for students with multiple impairments, including visual impairment, deafblindness, and autism. This guide is for use by educators and families of students such as these. It shows how to design and implement the use of calendars in school, at home and in community settings.

**Children with Visual Impairments: A Parents' Guide.**

M. Cay Holbrook. Woodbine House, 0933149360, c1996. 395 p.  
T 19398      PR 649.15 Chil  
T 17223      PR 649.14 Chil

This parent guide provides information on common concerns parents have about their young child with a visual impairment. Some topics include medical issues, child development, legal issues, and early intervention and special education.

**College Bound: A Guide for Students with Visual Impairments.**

Ellen Trief and Raquel Feeney. American Foundation for the Blind, 089128804X, c2005. 268 p.  
T 31129      PR371.91 Trie

This book gives students the tools they need to select and apply to college and move forward with skill and confidence. Everything a student needs to know from developing organizational, note taking, test taking, and study skills to managing living space, student-teacher relationships, social and academic life, and extracurricular and leisure time activities is included.

**Communication: A Guide for Teaching Students with Visual and Multiple Impairments.**

Linda Hagood. Texas School for the Blind and Visually Impaired, 1880366223, c1997. 382 p.  
T 19324      PR 371.91 Hago  
T 30874      PR 371.91 Hago  
T 30875      PR 371.91 Hago

For use with school-age students who have severe cognitive impairments, who can best be taught using a functional, life skills approach; who have little or no language or recognizable communication, or who are beginning to express themselves with formal signed or spoken language. Includes sample assessment forms.

**Cortical Visual Impairment: An Approach to Assessment and Intervention.**

Christine Roman-Lantzy. American Foundation for the Blind, 9780891288299, c2007. 212 p.  
T 22926      PR 371.91 Roma  
T 21320      PR 371.91 Roma

Cortical visual impairment is a term used to describe visual impairment that occurs because of brain damage. This book provides a thoughtful, structured, and sequenced approach to interventive work with children diagnosed with CVI.

**Cortical Visual Impairment in Children: A Handbook for Parents and Professionals.**

Marieke Steendam. Royal Blind Society of N.S.W. Australia, 1863870016, c1989. 52 p.

T 22633      PR 617.7 Stee

T 31155      PR 617.7 Stee

Defines Cortical Visual Impairment (CVI) and lists its causes. Describes assessment techniques and characteristics of CVI. Gives information on how to provide visual stimulation for the child with CVI and lists the stages in therapeutic intervention.

**Deafblindness: Educational Service Guidelines.**

Marianne Riggio and Barbara McLetchie. Editors. Perkins, 978-0-615-26039-6, c2008. 126 p.

T 30061      PR 371.91 Deaf

This publication describes essential program elements and features which must be considered when designing appropriate services for students who are deafblind. It is intended to provide assistance to state and local education agencies, service providers, and parents.

**Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies, The.**

Sharon Zell Sacks. American Foundation for the Blind, 0891282173, c1992. 215 p.

T 19396      PR 371.91 Sack

T 30474      PR 371.91 Sack

This book was written to help researchers and practitioners understand why children who are blind and visually impaired often fail to have positive social interactions and to point the way toward intervention strategies. The book outlines the theoretical background of social skills development, presents case studies that show the factors influencing social encounters, and suggests guidelines for helping children make those encounters positive.

**Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention, 2<sup>nd</sup> ed.**

Amanda Hall Lueck. American Printing House for the Blind, c2008. 300 p.

T 31140      PR 305.232 Luec

Guidebook describes what is known about the development of infants with a wide range of visual impairments. For each developmental area, the guidebook includes narrative chapters and developmental charts.

**Early Development in Children with Severe Visual Impairment: Needs Assessment for Kindergarten and Strategies for Remediation.**

Susan Timmins. c1997. 126 p.

T 31190      PR 371.91 Timm

This book discusses how to prepare young children with visual impairment for entry into Kindergarten, focusing on motor, language, social, and cognitive developmental areas.

**Early Development Packet for Parents of Children with Visual Impairments.**

7 paperback books

T 22635      PR 362.4 Earl

This packet contains seven small paperback books on the subject of early development of children with visual impairments. The booklets are: "Parenting preschoolers: suggestions for raising young blind and visually impaired children", by Kay Alicyn Ferrell; "Talk to me: a language guide for parents of blind children"; "Talk to me II: common concerns"; "Learning to play: common concerns for the visually impaired preschool child"; "Let's eat: feeding a child with a visual impairment", by Jill Brody; "Move with me: a parents' guide to movement development for visually impaired babies"; and "Reaching, crawling, walking...let's get moving: Orientation and mobility for preschool children", by Susan S. Simmons and Sharon O'Mara Maida.

**Early Focus: Working with Young Blind or Visually Impaired Children and Their Families,  
2<sup>nd</sup> ed.**

Rona L. Pogrud, Diane L. Fazzi, ed. American Foundation for the Blind, 0891288562, c2002. 501 p.

T 30475      PR362.4 Pogr

Focusing on early intervention, this book provides important information about how to deliver services to children with multiple disabilities and to families that are culturally diverse. It also covers developing skills in young children in the areas of literacy, daily living and independence, and motor behavior.

**Educating Children with Multiple Disabilities: A Transdisciplinary Approach.**

Fred P. Orelove & Dick Sobsey. Brookes, 1557662460, c1996. 494 p.

T 19390      PR 371.9 Orel

This practical resource offers valuable information on meeting the health care needs of learners who have sensorimotor difficulties, vision and/or hearing impairments, mental retardation and other disabilities. This comprehensive text offers new case examples, describes advances in research, and expands its discussion of specific health care needs.

**Educating Students Who Have Visual Impairments with Other Disabilities.**

Sharon Z. Sacks & Rosanne K. Silberman, editors. Brookes, 1557662800, c1998. 519 p.

T 19291      PR 371.91 Educ

T 30476      PR 371.91 Educ

T 30577      PR 371.91 Educ

A hands-on resource, this book provides invaluable information for professionals who serve students who have visual impairments with other disabilities and their families, from infancy to adulthood.

**Empowered: an activity based self-determination curriculum for students with visual impairments.**

Jeri Cleveland, R. Micahel Clinkscales, Nancy Hefner, David Houghltling, Cindy Kubacak & Debra Sewell. Texas School for the Blind, 978188036639, c2007. 420 p.  
T 32158      371.91 Clev

This curriculum, comprised of an introduction and 23 units, has been developed to guide the instruction of self-determination skills with students who are visually impaired. Self-determination involves knowledge of self and others, decision-making, problem solving, goal setting, personal advocacy, self-control and knowledge of how to interact with the environment to achieve desired outcomes.

**Equals in Partnership: Basic Rights for Families of Children with Blindness or Visual Impairment.**

Pamela Crane, Diana Cuthbertson, Kay Alicyn Ferrell, Hazel Scherb.  
Perkins School for the Blind, c1997. 166 p.  
T 30870      PR 371.91 Equa

This handbook compiles educational advocacy materials to help parents better understand the unique needs of children who are blind or visually impaired, and to assist them in accessing appropriate services for their children.

**Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities.**

Deborah Chen, editor. American Foundation for the Blind, 0891283056, c1999. 503 p.  
T 19806      PR 371.91 Esse  
T 31148      PR 371.91 Esse

Provides a range of information on effective early intervention with young children who are visually impaired and have other disabilities. This book contains explanations of functional and clinical vision and hearing assessments, descriptions of evaluative and educational techniques, and suggestions on working with families and professional teams.

**Everyday Activities to Promote Visual Efficiency: A Handbook for Working with Young Children with Visual Impairments.**

Ellen Trief and Rona Shaw. American Foundation for the Blind, 978-089128-835-0, c2009. 277 p.  
T 31120      PR 371.91 Trie

This book offers guiding principles for early intervention with very young children who are visually impaired and who may also have additional disabilities. It also provides simple activities that can be incorporated easily by families and service providers into the everyday routines of a baby or child to facilitate early visual development and use of functional vision.

**Experiential Learning: Activities for Concept Development.**

Tessa Wright. American Printing House for the Blind, no ISBN, c2010. 64 p. + 1 DVD.  
T32965      PR 362.4 Wrig

In this book, six of the primary areas that need to be promoted in infants and young children with visual impairments are addressed: cause and effect, hand-eye (auditory-hand) coordination, motor development, object permanence, sensory awareness, and spatial awareness. Activities in this guidebook are designed to help children learn through experience in a meaningful and fun way.

**Finding Wheels: A Curriculum for Nondrivers with Visual Impairments for Gaining Control of Transportation Needs.**

Anne L. Corn and L. Penny Rosenblum. Pro-Ed, 0890798273, c2000. 103 p.  
T 19155      PR 362.4 Corn

This book profiles four teens with visual impairments who have differing views about independent travel and the acceptance of personal responsibility. It highlights personal feelings and attitudes, and the importance of developing good skills. The goal of the curriculum is to help students travel independently, either by foot, by private vehicle, or by public transportation.

**First Steps: A Handbook for Teaching Young Children Who Are Visually Impaired.**

Blind Children's Center, NO ISBN, c1993. 203 p.

T 19693      PR 371.91 Firs

T 31145      PR 371.91 Firs

T 31146      PR 371.91 Firs

This handbook is designed to assist students, professionals and parents working with children who are visually impaired. Early childhood development of children who are visually impaired is contrasted with the developmental path of sighted children. Specific recommendations are provided for behavior management, speech and language development, motor development, orientation and mobility, self-help skills, and IEPs (Individualized Education Programs) and IFSPs (Individualized Family Service Plans) with emphasis on a team approach.

**Foundations of Braille Literacy.**

Evelyn J. Rex. American Foundation for the Blind, 0891289348, c1994. 153 p.

T 11683      PR 411 Foun

T 30478      PR 411 Foun

Addresses the teaching of Braille reading and writing in the context of literacy in general, the whole language approach, and the way in which print reading and writing are taught. Provides both a theoretical framework and practical applications for instruction in Braille literacy.



**Foundations of Education, Volume 1.**

M. Cay Holbrook & Alan J. Koenig. American Foundation for the Blind, 0891283404, c2000. 335 p.

T 19399      PR 371.91 Foun

T 30867      PR 371.91 Foun

Titled: History and Theory of Teaching Children and Youths with visual impairments. This book provides information on both theory and historical perspectives.

**Foundations of Education, Volume 2.**

M. Cay Holbrook & Alan J. Koenig. American Foundation for the Blind, 0891283390, c2000. 852 p.

T 19400      PR 371.91 Foun

T 30868      PR 371.91 Foun

Titled: Instructional Strategies for Teaching Children and Youths with Visual Impairments. This book provides techniques, ideas, and strategies for teaching children with visual impairment. Additional topics include defining visual impairment, assessment, Individual Education Program (IEP) planning, advocacy, communication, orientation and mobility, and transition.

**Foundations of Low Vision: Clinical and Functional Perspectives, 2<sup>nd</sup> ed.**

Anne L. Corn, Jane N. Erin, eds. American Foundation for the Blind, 9780891288831, c2010. 965 p.

T 32489      PR 362.4 Corn

T 32490      PR 362.4 Corn

T 32491      PR 362.4 Corn

This is a general text about low vision written for practicing professionals and soon-to-be professionals who will provide education, rehabilitation, and clinical services to people with low vision. The 21 chapters of the book are divided into three sections: Part 1 – Personal and professional perspectives; Part 2 – Children and youths with low vision; Part 3 – Adults with low vision.

**Foundations of Orientation and Mobility.**

William R. Wiener, Richard L. Welsh, and Bruce B. Blasch. American Foundation for the Blind, 9780891284482, c2010. 831 p.

T 32492      PR 362.4 Wien      Vol. I

T 32493      PR 362.4 Wien      Vol. II

T 32494      PR 362.4 Wien      Vol. I

T 32495      PR 362.4 Wien      Vol. II

This text is organized into 2 volumes. Volume I is subtitled: *History and Theory*, and contains three parts: Part 1 – “Human Systems”; Part 2 – “Mobility Systems and Adaptations”; Part 3 – “The Profession of Orientation and Mobility and Its Development”. Volume II focuses on the application of these theories is subtitled: *Instructional Strategies and Practical Applications*, and is divided into four parts: Part 1 – “Sensory Use and Psychosocial Function”; Part 2 – “Age-Related Instruction”; Part 3 – “Adapted Tools and Complex Environments”; Part 4 – “Orientation and Mobility and Different Disabilities”.

**Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings.**

Lynette K Chandler, Carol M Dahlquist. Merrill, 0130156752, c2002. 300 p.

T 19998      PR 371.93 Chan

Written for special and general educators, consultants, therapists, administrators, and families who work with students and children with behavior concerns, this book presents a functional assessment model based on a naturalistic and team-based approach in averting and resolving inappropriate behavior in school settings.

**Get a Wiggle On: A Guide for Helping Visually Impaired Children Grow.**

Sherry Raynor, Richard Drouillard. AAHPERD, no ISBN, c1975. 78 p.

T 34092      PR 362.4 Rayn

T 34093      PR 362.4 Rayn

This booklet provides ideas for parents and other caregivers of infants and toddlers who are blind and visually impaired on how to provide stimulation for their young children that will help to develop all of their senses and increase their knowledge of the world around them.

**Getting in Touch with Play: Creating Play Environments for Children With Visual Impairments**

Kim Blakely, Mary Ann Lang, Roger Hart. The Lighthouse, Inc., no ISBN, c1991. 44 p.

T 34105      PR 796.06 Blak

This manual offers design ideas for outdoor play environments that support more creative and satisfying play experiences for children who are blind or visually impaired.

**Guide to Curriculum Planning for Visually Impaired Students, A.**

Wisconsin Dept of Public Instruction, NO ISBN, c1991. 192 p.

T 19395      PR 371.91 Guid

This book suggests adaptations for all subject areas and provides information on special classes such as orientation and mobility, daily living skills and low vision. The book also provides background information on identification and assessment, psychosocial development, general considerations, and early childhood.

**Guidelines and Games for Teaching Efficient Braille Reading.**

Myrna R. Olson, American Foundation for the Blind, 0891281053, c1981. 109 p.

T 18140      PR 371.91 Olso

A book for teachers and parents that contains suggestions for instructional strategies and games to use with beginning Braille readers.

**Handbook for Learning to Read Braille by Sight.**

Leland Schubert. American Printing House for the Blind, no ISBN, c1966. 164 p.  
T 18880      PR 411 Schu

The purpose of this book is to help sighted people learn to read braille by sight.

**How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youths.**

Rose-Marie Swallow. American Foundation for the Blind, 0891281487, c1987. 93 p.  
T 19796      PR 362.4 Swal

A resource for educators and parents of children with visual impairments in self-help skills, orientation and mobility, and recreation.

**How We See It: A Basic Guide to Low Vision in Children.**

Dennis Lolli & Flo Peck. Perkins School for the Blind, no ISBN, c2010. 52 p.  
T 31844      362.4 Loll

How We See It is a guide that provides a good foundation for understanding low vision in children. Topics include an understanding of vision, different categories of vision loss and how it may affect functioning. It also provides very practical information about preparing children for low vision examinations along with common environmental adaptations.

**Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired.**

Diane L. Fazzi. American Foundation for the Blind, 089128382X, c2001. 368 p.  
T 22632      PR 364.2 Fazz

This manual offers creative approaches and practical tips for teaching independent travel skills to students of all ages and ability levels who are blind or visually impaired, and provides specific activities for developing a range of O&M skills. This is a resource that can be used by both beginning and experienced orientation and mobility specialists.

**Impact of Vision Loss on Motor Development: Information for Occupational and Physical Therapists Working with Students with Visual Impairments.**

Chris Strickling. Texas School for the Blind, 1880366231, c1998. 42 p.  
T 19392      PR 371.91 Stri

This book provides information for occupational and physical therapists working with children who are visually impaired. The book offers information about the educational impacts of low vision in regards to tactual and incidental learning, special positioning needs, environmental considerations, and social relationships.

**In Celebration of Grandparenting: For Grandparents of Children with Visual Impairments.**

Debra K. Chapuis. Perkins School for the Blind, 096571702X, c2000. 63 p.

T 31154      PR 362.4 Chap

Written for grandparents of children with visual impairments with or without additional disabilities, this book addresses possible concerns and the unique joys of grandparenting a child with visual impairments.

**Independence without Sight or Sound: Questions for Practitioners Working with Deaf-blind Adults.**

Dona Sauerburger. American Foundation for the Blind, 0891282467, c1993. 194 p.

T 30977      PR 362.4 Saue

This practical guidebook covers the essential aspects of communicating and working with deaf-blind persons. Full of valuable information on subjects such as how to talk with deaf-blind people, adapt orientation and mobility techniques for deaf-blind travelers, and interact with deaf-blind individuals socially, this useful manual also contains a substantial resource section detailing sources of information and adapted equipment.

**Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, 2<sup>nd</sup> ed.**

Robin Loumiet and Nancy Levack. Texas School for the Blind, 1880366037, c1991. 238 p.

T 22639      PR 362.4 Loum   Vol #1 Social competence

T 31165      PR 362.4 Loum   Vol #1 Social competence

T 22640      PR 362.4 Loum   Vol #2 Self-care and maintenance of personal environment

T 22641      PR 362.4 Loum   Vol #3 Play and leisure

T 31161      PR 362.4 Loum   Vol #3 Play and leisure

T 22642      PR 362.4 Loum   Supplementary Packet

This curriculum provides information and training activities that will enable students who have visual impairments learn the skills they need to live independently. Volume 1 focuses on social competence and covers such topics as interaction with family, peers, and others; self-concept; recognition and expression of emotions; nonverbal communication; personal and social aspects of sexuality, and more. Volume 2 focuses on self-care and maintenance of personal environment and covers such topics as dressing; clothing management; personal hygiene and grooming; food management; obtaining and using money, and more. Volume 3 focuses on play and leisure and covers such topics as management of leisure time; solitary play; social play; physical games and sports; enjoyment of pets and nature; and more. The supplementary packet contains assessment and evaluation forms that may be copied for use with an individual student throughout his or her school years.

**Instructional Strategies for Braille Literacy.**

Diane P. Wormsley & Frances Mary Andrea, editors. AFB, 0891289364, c1997. 457p.

T 19214      PR 371.91 Inst

T 31144      PR 371.91 Inst

T 2901      PR 371.91 Inst

This book offers practical strategies for teaching Braille reading and writing. The eight chapters included cover Braille as the primary literacy medium; fostering emergent literacy; learning to read, reading to learn; making the transition from print to Braille; teaching Braille to students with special needs; teaching Braille to students who speak English as a second language; assessing the literacy skills of students who are visually impaired; and access to information through technology.

**Just Enough to Know Better: A Braille Primer.**

Eileen P. Curran. National Braille Press, 0939173158, c1998. 128 p.

T 31156      PR 371.91 Curr

This workbook is aimed at parents and others who work with a child who reads Braille, and teaches how to identify the Braille alphabet, numbers, and contractions using sight.

**Language Assessment and Intervention with Children Who Have Visual Impairments: A Guide for Speech-Language Pathologists.**

Morgan Printing, 188036624x, c1998. 42 p.

T 19212      PR 371.91 Muno

This book offers guidelines for providing appropriate assessment and intervention services to children with visual impairments. Areas addressed include the developmental differences between children with vision and those who are visually impaired, assessment and intervention strategies, and adaptations.

**Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers.**

Alan J. Koenig, M. Cay Holbrook. Texas School for the Blind and Visually Impaired, 1880366193, c1995. 232 p.

T 19391      PR 371.91 Koen

T 31184      PR 371.91 Koen

This book provides educational teams a systematic process for selecting learning and literacy media for individuals with visual impairments. Infants, preschools, students in academic programs and students with additional disabilities are addressed.

**Learning the Nemeth Braille Code: A Manual for Teachers and Students.**

Ruth H. Craig. American Printing House for the Blind, c2000. 124 p.

T 31192      PR 411 Crai

A manual for learning those parts of the Nemeth Code likely to be used in elementary school, junior high school, and high school mathematics.

**Learning to Listen / Listening to Learn: Teaching Listening Skills to Students with Visual Impairments.**

Barclay, Lizbeth A., ed. American Foundation for the Blind Press. 9780891284918. c2011. 547 p.

T 32825      PR 371.91 Barc

This book "emphasizes both the early development of listening skills at home and in school, as well as the shift that older students must make beginning in elementary school to utilizing listening skills to gain access to information in the classroom and the community."

**Looking Good: A Curriculum on Physical Appearance and Personal Presentation for Adolescents and Young Adults with Visual Impairments.**

Anne L. Corn, Michael J. Bina and Sharon Zell Sacks. Pro Ed., 9781416403425, c2008. 231 p.

T 20984      PE 371.91 Corn

A user-friendly curriculum to engage adolescents and young adults in open and honest discussions about physical appearance and personal presentation.

**Looking to Learn: Promoting Literacy for Students with Low Vision.**

Frances Mary D'Andrea and Carol Farrenkopf, Eds. American Foundation for the Blind, 0891283463, c2000. 242 p.

T 19646      PR 371.91 D'And

T 30921      PR 371.91 D'And

This book provides teachers with strategies on improving literacy skills for students with low vision. Explanations of topics such as interpreting eye reports, performing functional vision assessments, and working with low vision service providers are included, along with chapters on games and activities that teachers can use in their classrooms. Also included are tables, sample reports, a resource section and sidebars that offer information on assessing low-vision students and helping them use their vision effectively.

**Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments.**

Nancy Levack. Texas School for the Blind and Visually Impaired, 1880366126, c1994. 264 p.

T 19690      PR 371.91 Leva

T 31178      PR 371.91 Leva

This book assists in assessing visual functioning in students that are visually impaired and planning and implementing programming to enhance visual functioning. In addition to diagnosis and evaluation information the guide includes medical information and strategies for teaching.

**Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students.**

Marnee Loftin. Texas School for the Blind and Visually Impaired, 9781880366363, c2005. 418 p.  
T 31135      PR371.91 Loft

This book is intended to provide guidance to evaluation personnel, teachers of the visually impaired, and families in making the best possible decisions regarding student evaluation. The beginning chapters include basic information about the characteristics of students with visual impairment, as well as information about preparing for evaluation, including helpful observation and interview protocols. The individual chapters of this guide include pertinent information on types of testing such as Intelligence Testing, Adaptive Behavior Testing, Emotional Behavior Testing, and Educational Evaluations. Specifically addressed are many of the additional impairments seen in this student population, such as Mental Retardation, Learning Disabilities, Autism/Pervasive Development Disorders (PDD), Traumatic Brain Injury, and Significant Multiple Impairment. Includes extensive case studies.

**Making Science Accessible: A Guide for Teaching Introductory Physics to Students Who Are Blind or Visually Impaired.**

Michele Engelbrecht and Kate Fraser. Perkins School for the Blind. 9780982272152. c2010. 126 p.  
T 33754      PR 371.91 Enge  
T 33755      PR 371.91 Enge

This guidebook for introductory physics is designed for the science teacher in the mainstream school as well as the teacher in a special education school who is providing services to high school students with visual impairments. The teacher/authors modified textbook activities and created some unique activities that will increase students' access to the introductory physics curriculum. Activities are based on the National Science Education Standards of 1996 and cover the following: structure and properties of matter, motions and forces, conservation of energy and increase in disorder, and interactions of energy and matter.

**Mobility for Special Needs.**

Juliet Stone. Cassell, 0304330671, c1995. 198 p.  
T 19805      PR 362.4 Ston

Discusses orientation and mobility and forms of support needed by children with disabilities in order to facilitate inclusion in their environment. The book reflects themes which apply to all forms of support: the process of achieving greater independence and autonomy; the delicate, changing relationship between supporters and those being supported; balancing the amount of support given; and the influence of motivation on feelings of confidence and competence in achieving new goals.

**Oregon Project for Preschool Children Who Are Blind or Visually Impaired, The, 6<sup>th</sup> ed.**

Sharon Anderson, Susan Boigon, Kristine Davis, and Cheri de Waard. Southern Oregon Education Service District, NO ISBN, c2007. 457 p.

T 22638      PR 371.91 Oreg

The Oregon Project has two parts: the Skills Inventory and the Manual. The Skills Inventory is an assessment with six sections covering the major developmental areas and two specialized sections unique to children with visual impairments: compensatory skills and vision skills. This edition includes teaching activities for each of the more than 800 individual skill items identified.

**Orientation and Mobility Primer for Families and Young Children, An**

Bonnie Dodson-Burk and Everett W. Hill. American Foundation for the Blind, 0891281576, c1989. 42p.

T 19691      PR 362.4 Dods

This book provides practical information to help a child learn about his/her environment. Skills needed by students with visual impairments for safe travel and independence, including concept development, sensory training, motor development, and orientation skills are described.

**Orientation and Mobility: Techniques for Independence.**

LaGrow, Steven and Marvin Weessies. Dunmore Press. 0864691726. c1994. 211p.

T 32776      PR 362.4 LaGr

"The skills, techniques and sequence of instruction presented in this book are those which may be required by a recently blinded adult wishing to regain independence in travel in a wide range of environments."

**Orientation and Mobility Techniques: A Guide for the Practitioner.**

Everett Hill and Purvis Ponder. American Foundation for the Blind, 0891280014, c1976. 115 p.

T 31150      PR 362.4 Hill

T 31151      PR 362.4 Hill

A large-format manual covering definitions, techniques, and devices, designed for administrators, educators, rehabilitation counselors, and other professionals concerned with the mobility training process.



**Paraprofessional's Handbook for Working with Students Who Are Visually Impaired, A.**

Cyral Miller & Nancy Levack, editors. Texas School for the Blind and Visually Impaired, 1880366215, c1997. 176p.

T 19397      PR 371.91 Para

T 31158      PR 371.91 Para

This handbook defines the role of the paraprofessional and discusses the training needed to provide support to visually impaired students in the classroom. Some topics include social skills, daily living skills, orientation and mobility skills, technology, adaptation, and students with multiple impairments. Additional reading lists are included at the end of each chapter.

**Parent Perspective on Schools for Students Who Are Blind and Visually Impaired, The.**

Anne L. Corn, Michael J. Bina, Linda B. DePriest. AER, c1995. 62 p.

T 31179      PR 371.91 Corn

T 2311      PR 371.91 Corn

T 2312      PR 371.91 Corn

This national study was designed to gather information about specialized schools from the unique and individual perspectives of the families involved and to share those testimonials and data with service providers, families, administrators, and policy makers.

**Paving the Way: A Guide for Mainstream Nursery and Playgroup Leaders Caring for Visually Impaired Children.**

Anne Ellis and Alison Frankenberg. RNIB, 1858780853, c1996. 20 p.

T 188092      PR 362.4 Elli

Describes how a child with a visual impairment can take a full part in play and learning at a nursery or playgroup, alongside children who are fully sighted.

**Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities.**

Kathy Heydt, Monica Allon, Susan Edwards, Mary Jane Clark, Charlotte Cushman.

Perkins School for the Blind, 0974351059, c2004. approximately 800 p. in 3-ring binder + CD

T 31157      PR 371.91 Perk

Hundreds of pages of practical suggestions for instructional activities for young children who are visually impaired with multiple disabilities. Each section has been authored by specialists in the subject area. Organized into sections for each instructional domain, and in loose-leaf format for easy pullout of sections, the guide is very user-friendly.

**Practical guide to the ADA and visual impairment, A.**

Elga Joffe. American Foundation for the Blind, 0891283188, c1999. 159 p.

T 31134      PR 362.4 Joff

This book offers an in-depth treatment of access issues under the Americans with Disabilities Act (ADA) for people who are blind or visually impaired. This resource is ideal for businesses, architectural planners, facility planners, and technical resource centers. Special sections offer tips on the meaning of the ADA, how it affects businesses, the accommodations necessary when employing a blind or visually impaired person, accessibility in public areas for blind and visually impaired people, staff training, and auxiliary aids and services.

**Preparing for College and Beyond: A Guide for Students with Visual Impairments.**

Jamie Dote-Kwan and Jeffrey C. Senge. Braille Institute of America, no ISBN, c2002. 157 p.

T 33762      PR 371.91 Dote

For college-bound students who need accommodation for a visual impairment, this book includes information on making the transition from high school to college, completing the application and registration process, registering with the office of Disabled Student Services, meeting with academic advisors, accessing the class schedule and catalog, obtaining textbooks in the appropriate format, working with the Department of Vocational Rehabilitation, using adaptive technology and more.

**Print and Braille Literacy: Selecting Appropriate Learning Media.**

Hilda R. Caton. American Printing House for the Blind, NO ISBN, c1991. 49p.

T 17242      PR 371.91 Cato

The guidelines in this book provide a process which can be used to evaluate individual children and to make preliminary decisions regarding the appropriate learning medium/media they will need at various times in their lives.

**Program Guidelines for Students Who Are Visually Impaired.**

Jack Hazenkamp. California Department of Education, 0801112893, c1997. 101p.

T 3765      PR 371.91 Haze

T 30871      PR 371.91 Haze

T 30872      PR 371.91 Haze

Discusses guidelines that assist schools in meeting standards that have been established to serve as a model framework of expectations for the identification, assessment, planning, evaluation, improvement, and provision of instruction and services to students with visual impairments.

**Reach for the Stars, Planning for the Future: A Transition Process for Families of Young Children.**

Jennifer Grisham-Brown, Diane G. Haynes, American Printing House for the Blind, c1999.

1 3-ring notebook, 124 p.

T 31197 PR 371.9 Reac

A guidebook about transitioning young children into preschool or kindergarten settings. It is designed to help the families of young children with disabilities imagine positive and productive futures. It aids families in working with school personnel to create educational plans that will lead to inclusive educational programs.

**Reach Out and Teach: Helping Your Child Who Is Visually Impaired Learn and Grow.**

Kay Alicyn Ferrell. American Foundation for the Blind Press. 9780891284574, c2011. 445 p.

T 33751 PR 649 Ferr

Written for parents, this book provides information on how children with visual impairments grow and develop and how they learn. Its aim is to help parents of infants to preschool children create opportunities for their children to learn.

**Remarkable Conversations.**

Barbara Miles and Marianne Riggio, editors. Perkins School for the Blind, 0-9657170-1-1, c1990. 303 p.

T 18649 PR 371.91 Mile

T 30479 PR 371.91 Mile

This book addresses the needs of children of all abilities, from those who use nonlinguistic forms of communication, such as objects or body movements, to those who use linguistic forms, such as sign language or writing.

**Report to the Nation, A.: The National Agenda for the Education of Children and Youth with Visual Impairments, Including Those with Multiple Disabilities.**

Anne L. Corn and Kathleen Mary Huebner, editors. American Foundation for the Blind, 0891283196, c1998. 113 p.

T 31142 PR 371.91 Corn

A report on the current status of the National Agenda in 1998. Details the accomplishments of more than 150 local schools, agencies, and vision-related organizations who have endorsed the eight goals of the National Agenda, and committed themselves to achieving these goals on the local and state levels

**Seeing Eye to Eye: An Administrator's Guide to Students with Low Vision.**

Sandra Lewis and Carol B. Allman. American Foundation for the Blind, 0891283595, c2000. 67 p.  
T 21402      PR 371.91 Lewi

This booklet will help administrators better understand both the particular needs of students with low vision as well as the service delivery and in-service implications for the special education teachers who serve them.

**"Simon Says" Is Not the Only Game.**

Bernadette Leary and Margaret von Schneden. American Foundation for the Blind, 0891281096, c1982. 139 p.

T 17254      PR 371.91 Lear

T 31152      PR 371.91 Lear

Games that were developed specifically for use with students who are visually impaired to teach concept developments, such as auditory localization, motor development, spatial concepts, and more.

**Skills for Success: A Career Education Handbook for Children and Adolescents with Visual Impairments.**

Karen E. Wolfe. American Foundation for the Blind, 0891289437, c1999. 456 p.

T 19292      PR 370.11 Skil

Provides practical learning experiences & activities for visually impaired children that are intended to stimulate and encourage them to grow up to be what they want to be, to be the best they can be, to identify their natural talents and interests, and to become productive citizens.

**Starting Points: Instructional Practices for Young Children Whose Multiple Disabilities Include Visual Impairment.**

Deborah Chen and Jamie Dote-Kwan. Blind Childrens Center, c1995. 157 p.

T 31181      PR 371.91 Chen

T 31182      PR 371.91 Chen

T 31183      PR 371.91 Chen

The primary purpose of this book is to provide basic information for the classroom teacher of young children (3 to 8 years of age) whose multiple disabilities include visual impairment. It includes information on instructional strategies, understanding and developing communication, teaching daily living skills, orientation and mobility, and occupational therapy for young children with multiple disabilities.

**Suggestions for Modifying the Home and School Environment: A Handbook for Parents and Teachers of Children with Dual Sensory Impairments.**

Vickie Brennan, Flo Peck, Dennis Lolli. Perkins School for the Blind, c1992, 16 p.

T 9052      PR 371.91

Practical, affordable and easily implemented suggestions for enhancing a child's learning and mobility by making the environment more visible.

**Supporting Young Adults Who Are Deaf-blind in Their Communities: A Transition Planning Guide for Service Providers, Families, and Friends.**

Jane M. Everson, editor. P.H. Brookes, 1557661618, c1995. 352 p.

T 19803      PR 362.4 Supp

This comprehensive guide describes how to secure the necessary supports for individuals who are deaf-blind. By using person-centered planning, service providers and family members can incorporate an individual's strengths, needs, and goals into a blueprint for life in the community.

**TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments; Comprehensive Assessment and Ongoing Evaluation of...(student's name and date of birth)**

Morgan Printing, 1880366185, c1998. 100 p.

T 19326      PR 362.4 Teac

Individual student assessment booklet that accompanies the curriculum text by the same name. Pages from this booklet MAY be copied for use with individual students.

**TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments.**

Rona Rogrund. Morgan Printing, 1880366185, c1998. 366 p.

T 19325      PR 362.4 Teac

A comprehensive orientation and mobility assessment and curriculum that focuses on school-age students. It provides a consistent and systematic way to document a student's present level of functioning and progress over time. Topics include program development, and goals & objectives and teaching strategies for the following environments: home/living; campus; residential, and commercial, as well as for public transportation. Appendices include information on movement activities, adaptive mobility devices, resources for infants, dog guides, electronic travel devices, tactile maps, and more. Includes checklists, diagrams, and assessment forms.

**Tactile Graphics.**

Polly Edman. American Foundation for the Blind, 0891281940, c1992. 525 p.

T 5830      PR 760 Edma

This book provides a description of the materials and methods used to create and display tactile graphics for use with individuals who are blind, including pictures, maps, graphs and diagrams.

**Teaching Orientation and Mobility in the Schools: An Instructor's Companion.**

Natalie Isaak Knott. American Foundation for the Blind, 0891283919, c2002. 245 p.

T 21403      PR 371.91 Knot

This book offers orientation and mobility (O&M) professionals working with students with visual impairments insights and advice from a seasoned practitioner with 25 years of personal experience, and offers creative instructional methods and practical strategies, as well as useful forms and checklists. The wide range of topics covered are designed to help practitioners master the art of planning schedules, organize equipment and work routines, work with school personnel and educational team members, and provide meaningful O&M instruction to children with diverse needs.

**Teaching Social Skills to Students with Visual Impairments: From Theory to Practice.**

Sharon Z. Sacks, Karen E. Wolffe. American Foundation for the Blind, 0891288821, c2005. 544 p.

T 31128      PR 371.91

This book explores what theory can tell about how children who are visually impaired become socially skilled individuals. It then presents a compendium of techniques and strategies for helping youngsters, from preschoolers through young adults, including those with additional disabilities, develop and refine social skills.

**Teaching Students with Visual and Multiple Impairments: A Resource Guide.**

Millie Smith and Nancy Levack. Texas School for the Blind, 1880366207, c1996. 524 p.

T 19694      PR 371.91 Smit

T 31160      PR 371.91 Smit

T 17305      PR 371.91 Smit

A resource guide for educators who serve students with visual and multiple impairments. It includes the following topics: assessment, IEP development, instruction, transition, special needs of students with visual and multiple impairments, infants and toddlers, adapting materials and environments, and more.

**Teaching visually impaired children.**

Virginia Bishop. Charles C. Thomas, 0398074771, c2004. 335 p.

T 31141      PR 371.91 Bish

This book provides practical hints as well as philosophical rationale explained in simple terms and clear descriptions of the assessment process for students with visual impairments. The relationships between assessments, placements, and programming are described in detail, and provide rationale for best educational practice for visually impaired learners. The appendices contain a set of listening games, touch typing lessons, a list of indicators for evaluating gifted programs, lists of assessment instruments and resources, and an updated timeline of major events in the history of education for visually impaired students.

**Tools for Selecting Appropriate Learning Media.**

Hilda Caton, ed. American Printing House for the Blind, c1994. 177 p.

T 1905      PR 371.91 Cato

This manual is intended for persons involved in developing educational goals and Individual Education Plans (IEPs) for children with visual impairments. The selection of the appropriate learning media has a direct relationship to the goals of literacy to be attained by children with visual impairments.

**Transition Portfolios for Students with Disabilities: How to Help Students, Teachers, and Families Handle New Settings.**

MaryAnn Demchak & Robin G. Greenfield. Corwin Press, c2003. 131 p.

T 20796      PR 371.9 Demc

This user-friendly guide helps teachers create a transition portfolio that will accompany a student with mild to severe disabilities to new classrooms and schools, and convey special needs, accommodations, and other vital information to a new team of teachers.

**Travel Tales: A Mobility Storybook.**

Julia Halpern-Gold. Mostly Mobility, 0922637008, c1988. 97 p.

T 31149      PR 362.4 Halp

A storybook about a young child who is visually impaired who has adventures centered around pre-cane skills, different environments, and public transportation.

**Understanding Low Vision.**

Randall T. Jose. American Foundation for the Blind, 0891281193, c1983. 555 p.

T 9966      PR 362.4 Jose

T 30865      PR 362.4 Jose

A thorough review that covers fundamentals, assessment, clinical services, and training and instructional services. The author establishes a framework for understanding the impact of low vision on functioning, learning, and psychosocial status. Special sections contain chapters, reports, technical materials, curriculum guides, resources, and questionnaires by experts from 21 areas.

**Visual Impairment: An Overview.**

Ian L. Bailey. American Foundation for the Blind, 0891281746, c1990. 53 p.

T 19802      PR 617.7 Bail

T 18173      PR 617.7 Bail

T 18174      PR 617.7 Bail

This book provides concise information on visual impairment that clearly outlines the common forms of vision loss and their impact on the individual. It describes adaptive techniques and devices as well as provides a list of resources and services.

**Visual Impairments and Learning.**

Natalie C. Barraga, Jane N. Erin. Pro-E, 0890798680, c2001. 193 p.

T 19293      PR 362.4 Barr

This book discusses the information parents and professionals need to provide the best possible educational opportunities for students with visual impairments. Some topics covered include terminology, evaluating developmental patterns in learning behavior, multiple disabilities, sensory aspects of learning, educational settings and services, assessment, core curriculum and adaptations, independent living, and vocational education.

**Welcoming Students with Visual Impairment to Your School: A Guide for Training Public School Personnel and Families about the Needs of Students with Vision Loss.**

Perkins School for the Blind, 0974351075, c2007. 1 looseleaf notebook, 4 CD –Roms.

T 20117      PR 371.91 Perk

A multi-media set of modules that has been developed to provide vision professionals with a user friendly resource to help them share meaningful information about students with visual impairment to a wide array of audiences and venues. Each module includes: An introductory instructor's guide that provides a simple overview of the goals and content of the module, a Power Point presentation with notes for the presenter (approximately 2 hours of content per module) and embedded video clips and photographs, training activities, a template for developing action plans and recommended readings and resources.

**When You Have a Visually Impaired Student in Your Classroom: A Guide for Paraeducators.**

Joanne Russotti, Rona Shaw. American Foundation for the Blind, 0891288945, c2004. 117 p.

T 31138      PR 371.91 Russ

Contains basic and practical information that paraeducators need to assist in classrooms with students with visual impairments, including tips for working with children who are visually impaired, understanding the effects of visual impairment on learning, working with educational team members, encouraging academic, social, and independent living skills, and assisting with special devices and materials.

**When You Have a Visually Impaired Student in Your Classroom: A Guide for Teachers.**

Susan Spungin, consulting editor. American Foundation for the Blind, 0891283935, c2002. 87 p.

T 19211      PR 371.91 When

This book provides information on student abilities and needs, resources and educational team members, federal special education requirements, and technology and materials used by students. Strategies for working with blind and visually impaired students in the classroom are also shared.



## **When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers.**

Jane N. Erin. American Foundation for the Blind, 0891288732, c2004. 111 p.

T 31139      PR 371.91 Erin

A practical guide that offers essential information for teachers who are working with students who are not only visually impaired, but have additional disabilities. This book addresses students with severe disabilities as well as those who are able to follow an academic program, and offers information on the impact of visual and other impairments on learning plus suggestions on how to work effectively with students in the classroom.

## **Videos and DVDs**

### **Becoming a Can-Do Kid: Self Help Skills.**

Can Do! Video Series, #3

Visually Impaired Preschool Services, c1991. 14 min., 17 sec.

T 22605      PR 362.4 Beco (DVD)

T 22619      PR 362.4 Beco (VHS)

It is tempting for parents to do too much for their child who is blind. This video encourages parents to build independence in their child by teaching the child to do things for him- or herself, including feeding, dressing and personal care.

### **CVI Perspectives.**

American Printing House for the Blind, c2006. 72 min.

T 33954      PR 371.91 CVI (DVD)

From the cover: "In this multi-part DVD, Dr. Christine Roman...guides the viewer through three perspectives of CVI [Cortical Visual Impairment]." Part 1--Educational awareness; Part 2--Medical conditions associated with CVI; Part 3--Impact on families.

### **Full of Hope.**

Can Do! Video Series, #11

Visually Impaired Preschool Services, c2002. 17 min., 16 sec.

T 22612      PR 362.4 Full (DVD)

T 22622      PR 362.4 Full (VHS)

"Full of Hope" shares the experiences of diverse children and young adults with visual impairments. It offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments.

**Going Places: Orientation and Mobility.**

Can Do! Video Series, #5

Visually Impaired Preschool Services, c1991. 13 min., 42 sec.

T 22607 PR 362.4 Goin (DVD)

T 22620 PR 362.4 Goin (VHS)

Two very important skills for a child who is visually impaired to function independently are orientation and mobility - knowing where he or she wants to go and how to get there. This video teaches parents about these skills and what they can do from the time their child is very young to encourage independent and safe movement. Families and their children model a progression of skills from infancy through preschool age.

**Growing My May, Part 1: The Developmental Impact of Visual Impairment.**

Can Do! Video Series

Visually Impaired Preschool Services, c2005. 11 min., 36 sec.

T 22613 PR 362.4 Grow (DVD)

T 22614 PR 362.4 Grow (DVD)

Follow five babies and their parents as we track the babies' development at 3-month intervals - beginning at 3 months of age and ending at 18 months of age - an intimate look at them as they progress through their first year and a half of life. The children include a typically developing baby, two babies with low vision conditions, and two babies who were born very prematurely and are seriously visually impaired. The series highlights what adaptations children and parents make to deal with visual impairment at different ages and developmental stages. This series offers parents and professionals a rare opportunity to observe the impact of visual impairment.

**Hands-on Experience: Tactual Learning and Skills.**

Can Do! Video Series, #8

Visually Impaired Preschool Services, c1996. 10 min., 13 sec.

T 22610 PR 362.4 Hand (DVD)

T 22618 PR 362.4 Hand (VHS)

Children who are blind or visually impaired need to be able to use their other senses to gain information about the world. The sense of touch is one of the major senses that can make up for their loss of sight. However, babies, toddlers and preschoolers who are visually impaired need encouragement and opportunities to build their tactual skills. This video discusses the importance of tactual learning, the progression of tactual skills from infancy through preschool needed for preparing children for Braille reading, and how parents and teachers can help.

**Learning about the World: Concept Development.**

Can Do! Video Series, #2

Visually Impaired Preschool Services, c1991. 16 min., 47 sec.

T 22603 PR 362.4 Lear (DVD)

T 22604 PR 362.4 Lear (VHS)

Lack of vision can cause children who are visually impaired to miss much of what is going on around them, inhibiting their understanding of the world. This video helps parents appreciate the importance of early concept development and what they can do to help their child.

**Making Friends: Social Skills and Play.**

Can Do! Video Series, #4

Visually Impaired Preschool Services, c1991. 11 min., 45 sec.

T 22606 PR 362.4 Maki (DVD)

T 22621 PR 362.4 Maki (VHS)

Blindness can significantly impact a child's understanding of how to behave with others. This video explores several areas of potential social difficulty and shows parents how to help their child build the social skills that are keys to successful living in a sighted world.

**Moving Through the World: Gross Motor Skills and Play.**

Can Do! Video Series, #7

Visually Impaired Preschool Services, c1996. 9 min., 40 sec.

T 22609 PR 362.4 Movi (DVD)

Visual impairment can significantly impact the development of the gross motor skills needed for young children to move beyond their environment and learn about the world. Parents and teachers can play a major role in fostering the development of gross motor skills. This video discusses key gross motor skills and demonstrates simple and fun play activities that parents and teachers can use to encourage a progression of skills from infancy through preschool age.

**No body's perfect..everybody's special.**

Attainment Co. 1578610354, c1999. 21 min video + teachers guide..

T 22636 PR 362.4 NoBo

Tristan, Emily and Olivia talk about the health conditions that make them special, and yet normal. Through interviews and day-in-the-life footage, they show how they live with a hearing impairment, a visual impairment, and a prosthesis. Children will become aware of differences as well as similarities and learn how to accept and respect people with disabilities.

**Power at Your Fingertips: An Introduction to Learning Braille.**

Can Do! Video Series, #10

Visually Impaired Preschool Services, c1996. 21 min., 48 sec.

T 22623 PR 411 Powe (DVD)

T 22624 PR 411 Powe (DVD)

Anyone can learn Braille! This video features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a great tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace. Package includes a slate and stylus along with print materials, including "The Alphabetical Index of Braille Signs" and a print copy of each graphic used in the video.

**Seeing Things in a New Way: What Happens When You Have a Blind Baby.**

Can Do! Video Series, #1

Visually Impaired Preschool Services, c1991. 16 min., 16 sec.

T 22594 PR 362.4 Seei (DVD)

T 22615 PR 362.4 Seei (VHS)

Parents can be devastated when they learn that their child is blind. This video is designed to help parents with their sense of loss and develop a positive outlook for their child's capabilities and potentials.

**Successfully Adapting the Preschool Environment.**

Can Do! Video Series, #9

Visually Impaired Preschool Services, c1991. 11 min., 13 sec.

T 22611 PR 371.91 Succ (DVD)

T 22616 PR 371.91 Succ (VHS)

Children who are visually impaired can be successful in the typical preschool classroom. This video demonstrates a variety of adaptations that easily and effectively can be introduced to accommodate the special needs of students who are visually impaired.

**Through Their Eyes: An Introduction to Low Vision.**

Can Do! Video Series, #6

Visually Impaired Preschool Services, c1996. 14 min., 30 sec.

T 22608 PR 362.4 Thro (DVD)

T 22617 PR 362.4 Thro (VHS)

It can be difficult to understand low vision conditions and to determine how they affect a young child's visual functioning. However, with some special adaptations in the home and preschool environment, children with low vision will be able to use their sight to their best advantage. This video discusses several common causes of low vision, how they affect visual function, and adaptations that can be simply incorporated into home and classroom to meet these special needs.

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